



Education &  
Communities

# Anti-bullying Plan

Gladesville Public School





# Bullying:

## Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

### Bullying

**Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.**

**Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.**

**Conflict or fights between equals or single incidents are not defined as bullying.**

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.



## Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Teachers, parents, students and members of the wider community have a responsibility to work together to address bullying. Gladesville Public School's Anti-Bullying Plan contributes towards the promotion of a positive, respectful, happy and safe environment where resilient individuals achieve their full potential and are inspired to be life-long learners.

At Gladesville Public School we will:

- inform the school community of the nature of the welfare, discipline and anti-bullying plans, procedures and guidelines for our school;
- provide students with programs and strategies to respond positively to bullying behaviour;
- follow up complaints of bullying, harassment and intimidation;
- strive to foster a culture of respectful, responsible learners who endeavour to do their very best in line with the School's Values Code; and
- regularly review the school's anti-bullying plan.

### Statement of purpose

At Gladesville Public School we are committed to providing a safe and caring environment in which all members of the school are respected and a positive culture is promoted. Gladesville Public School is committed to fostering a positive school environment in which every child is known and supported within the scope of the resources available.

### School Anti-bullying Plan – NSW Department of Education and Communities

It may seem obvious what bullying is, but there is a difference between students 'not getting on' and bullying each other. Learning how to resolve conflict and negotiate with people who have different personalities and opinions are important life skills that parents and the school need to help students develop.

**Every student at Gladesville Public School has the right to spend each day at school without being bullied, harassed or intimidated.** Our aim is to prevent the incidence of bullying and manage bullying issues in line with this plan, the Student Welfare and Discipline guidelines and the school behaviour management guidelines. We will equip our students with strategies to build positive, fair and respectful relationships and to be proactive bystanders.

An evaluation of this policy will take place at School P&C meetings each year and at regular intervals at staff meetings. This policy will be reviewed in 2018.



### Protection

Bullying can be defined as deliberately hurtful behaviour, either physical or psychological, that is intentional and repeated over time by an individual or group of individuals and causes distress, hurt or undue pressure. It can devalue, frighten and isolate victims. Bullying involves the

abuse of power in relationships. Bullying takes many forms. It can involve all forms of harassment, humiliation, intimidation and victimisation of others. Underlying most bullying behaviour is a desire to intimidate and dominate.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance, and repeated acts or threats of aggressive behaviour. Children who bully say or do something intentionally hurtful to others and they keep doing it with no sense of regret or remorse even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying can come in many forms, for example:

- being hit, tripped, kicked, pinched etc:
- being called names, teased, put down etc:
- being threatened, stalked, gestures, having rumours spread about you, excluding someone etc:
- insulting someone, sending cruel or threatening emails or text messages, using the web or mobile phones to spread rumours or threatening someone etc: and
- discrimination based on disability, gender, race or religion.

Bullying behaviours deprive individuals and groups of their rights, jeopardise physical and emotional safety and undermine the wellbeing of members of our school community.

**Students, teachers, parents, caregivers and members of Gladesville Public School community should:**

- feel safe at school without fear of bullying;
- create a happy and safe environment;
- know what behaviour is expected of them and others in relation to the Anti-Bullying Plan; and
- be provided with appropriate support when bullying occurs, once they report the bullying to a member of staff.

**Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:**

- promote positive relationships that respect and accept individual differences and diversity within the school community; and

- report all incidents of bullying and work together to actively resolve incidents of bullying behaviour when they occur.

**Students can expect to:**

- know that their concerns will be responded to by school staff;
- be provided with appropriate support (whether a victim, perpetrator or onlooker); and
- take part in learning experiences that address key understandings and skills relating to positive relationships developed through the core values: respect, responsibility and endeavour.

A positive school climate exists when all students feel comfortable, respected, valued, accepted, and secure in an environment where they can interact with caring people they trust.

At Gladesville Public School, this is fostered by ensuring that students have opportunities to feel capable, connected, and that they are contributing members of the school. Students are encouraged to become actively involved in their school, in the classroom, peer programs and extra-curricular activities.

## Prevention

As a school community we have a shared responsibility to take positive and consistent actions to deal effectively with bullying. The school will implement the following strategies and programs to prevent bullying:

**Staff Responsibilities**

- to model appropriate behaviour at all times;
- to treat each report of bullying seriously and act on the report promptly, following the school discipline procedures;
- to develop within the school community clear procedures for reporting incidents of bullying to the school;
- to implement school programs to meet the school's wellbeing system and lessons based on building resilience and social skills to promote positive relationships that incorporate strategies to deal with bullying;
- to communicate incidences of bullying to parents when required;

- to increase students' awareness of acceptable and unacceptable communication when using the internet;
- access resources from the digital Citizenship website and Office of the Children's eSafety Commissioner when teaching students about bullying; and
- to promote the 'THINK' Cybersmart strategy to deal with Cyber-bullying.
- Participate in professional development in the areas of anti-bullying, building resilience, restorative practices and cyber safety.

### **Student Responsibilities**

- to show consideration, respect and support for others;
- to 'tell' if they are being bullied or if they see someone being bullied, both at school and on the way to and from school;
- to develop strategies to deal with bullying incidents from lessons based on building resilience and social skills
- to decrease the incidence of bullying with increased awareness of how bullying affects the members of our school community; and
- to develop an understanding of what information is safe to give out on the internet and what must remain private.

### **Parent Responsibilities**

- to encourage their children to show consideration, respect and support for others;
- to encourage their child to adapt learnt strategies to deal with bullying;
- to encourage their child to 'tell' if they are being bullied or witness bullying incidents;
- to inform the school if bullying is suspected; and
- to assist and support all students of the school to effectively deal with bullying behaviours according to the school's Anti Bullying Plan.

## **Early Intervention**

The school will implement the following strategies and programs to provide support to students who have been identified as being at risk of developing difficulties with social relationships and those who have previously experienced or engaged in bullying behaviour before an issue emerges or escalates:

- Develop and implement early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships through the learning support team;
- Develop and implement early intervention support for those students who are identified as having experienced bullying or engaging in bullying behaviour through the learning support team.

## **Response**

All types of bullying are taken seriously by Gladesville Public School. However, any school situation causing concern, whether or not it fits the definition of bullying should be reported to the school. Although, the term bullying has a specific meaning and the school's Anti-Bullying Plan sets out the processes for preventing and responding to student bullying, Gladesville Public School also has a range of guidelines and practices, including those for welfare and discipline that apply to student behaviour generally.

The students, parents, staff, executive and wider school community will respond appropriately and in a timely manner to incidents of bullying. This will be achieved through the implementation of the following strategies.

### **General Strategies:**

Information on anti-bullying will be monitored using the schools digital recording system, managed by the school executive and student wellbeing team.

### **Students:**

- report (No Go Tell Strategy) if they are being bullied or if they see someone else being bullied- both at school and on the way to and from school;
- students will use strategies taught through school based programs when responding to bullying;
- students will respect individual differences and diversity;
- will be responsible digital citizens and follow the Acceptable Usage Policy on their Kidspace Portal; and
- follow the school's Anti-Bullying Plan, Student Welfare and Discipline guidelines and School's Core Values and Expectations.

#### **Parents:**

- watch for signs of distress in their child, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising;
- take an active interest in their child's social life and friends;
- advise their child to tell a teacher about any school incident involving bullying;
- inform the class teacher as soon as they are aware of an incident of suspected bullying;
- encourage their child to be proactive in responding to incidents of bullying;
- recognise and respond appropriately to bullying by following the school's Anti Bullying Plan and Procedures for Reporting Incidents of Bullying;
- remain calm and go through the right channels by contacting the school; and
- allow the school to handle the incident in a timely manner in line with the school's Anti-Bullying and Student Welfare guidelines.

#### **Staff:**

- have explicit knowledge of school and departmental policies relating to bullying behaviour;
- provide teaching and learning activities that support students to develop a shared understanding of bullying behaviour and its impact, including cyber bullying;

- implement whole school programs for bullying prevention, using the school's wellbeing system and lessons based on building resilience and social skills
- maintain a positive climate of respectful and fair relationships that support students;
- model appropriate behaviour at all times;
- make efforts to limit occasions for bullying by active supervision of the playground and classroom; and
- provide support to any student who has been affected by, engaged in or witnessed bullying behaviour.

#### **Specific teacher response**

##### **Initial incident:**

- in the case of apparently isolated playground or classroom incidents the teacher looks into the matter by discussing with both the victim and perpetrator/s, and highlights that the behaviour is inappropriate, names it and reports it to stage executive to enter on the school digital recording system;
- appropriate consequences will be implemented in consultation with stage executive, in line with the school wellbeing system.

##### **Ongoing or serious bullying:**

- executives and student wellbeing team members should check the student tracking and recording system to identify whether there is a pattern of ongoing bullying. If the behaviour appears to be serious or ongoing, then the incident should be reported to the Deputy Principal; and
- Deputy Principal discusses incidents with Principal for further intervention.

##### **Stage Executive:**

- promote the school's Anti-Bullying Plan with students, staff and parents;
- develop and implement early intervention support for students identified by the school as being at risk of developing long term difficulties with social relationships;

- develop and implement early intervention support for students identified as having experienced bullying or engaged in bullying behaviour;
- record bullying incidents and identify patterns of bullying behaviour;
- discuss with student(s), class teacher(s) and parents the action taken;
- report to parent(s) and Principal when bullying has taken place; and
- provide regular updates, within the bounds of private legislation to parents and caregivers about the response to incidents.

All cases referred to the wellbeing team are managed through meetings with both the victim and the bully, individually, and in some cases together. This calls on students' sense of fairness and aims to ensure that a sense of shared concern develops and that all those involved work to resolve the problem and make things better for the student being bullied.

Repeated instances of bullying are seen as persistent disobedience and will be managed using the school's Welfare and Discipline guidelines. Such repeated disobedience may result in suspension in accordance with these guidelines. Any bullying behaviour involving physical violence is referred to the Principal.

A building resilience/assertiveness program may be employed for the victim of the bullying behaviour with the assistance of the school's Counsellor, or Principal. An Individualised Behaviour Plan may also be deemed appropriate for the bully and can be developed in conjunction with the Wellbeing Team.

Where relevant the Wellbeing Team with the support of the Principal may report incidents of bullying to the Child Wellbeing Unit, who may advise that Family and Community Services are informed. Contact with the local Police Youth Liaison Officer may also be deemed appropriate. Mandatory Reporter Guide can be used to determine appropriate action: [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au)

## Strategies the school will use to identify patterns of bullying behaviour

Patterns of bullying behaviour are in most cases identified by monitoring reports registered on the student tracking and recording system. Serious matters requiring further involvement of staff are brought to the attention of the Stage Executive or Principal following tracking of behaviours and through regular discussions and updates at Learning Support, Stage and Executive meetings.

## Communication of the Anti-Bullying Plan

This Anti-Bullying Plan will be placed on the school website and also communicated each year through 'meet the teacher' events, assemblies, newsletters and through other media as needed.

## Processes used by Gladesville Public School to monitor and evaluate the effectiveness of our Anti-Bullying Plan.

- Monitoring of reported incidents of bullying through the School's Digital reporting system and the Wellbeing Team;
- Suspension data;
- Surveys on school culture and climate; and
- Feedback from year groups regarding implemented programs.

## Annual reporting to the school community on the effectiveness of the Anti-Bullying Plan

Gladesville Public School reports on the effectiveness of student wellbeing and anti-bullying guidelines through an Annual School Reporting process and discussions at P&C Meetings.



## Principal's comment

The procedures outlined in this plan will assist students, teachers and parents in identifying, reporting and preventing bullying behaviour. By working together, we can ensure that Gladesville Public School is a place where children can learn and interact in a positive, peaceful manner.

Additional support is available for students through the Kids Helpline – 1800 55 1800

## Support Documentation

Bullying: Preventing and Responding to Student Bullying in Schools Guidelines:

[http://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/guidelines.pdf](http://detwww.det.nsw.edu.au/policies/student_serv/discipline/bullying/guidelines.pdf)

Cyberbullying: Information for Staff in Schools:

[http://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/cyberbully.pdf](http://detwww.det.nsw.edu.au/policies/student_serv/discipline/bullying/cyberbully.pdf)

Anti-Bullying Resources:

[https://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/Resources.pdf](https://detwww.det.nsw.edu.au/policies/student_serv/discipline/bullying/Resources.pdf)

Office of the Children's eSafety Commissioner

[www.esafety.gov.au](http://www.esafety.gov.au)

The Resilience Doughnut

<https://www.theresiliencedoughnut.com.au/>

Kids Helpline

<https://kidshelpline.com.au/>

Bullying No Way

<https://bullyingnoway.gov.au/>

## School contact information

Gladesville Public School

Victoria Road, Gladesville

Ph: (02) 9817 2388

Fax: (02) 9817 3209

Email: [gladesvill-p.school@det.nsw.edu.au](mailto:gladesvill-p.school@det.nsw.edu.au)

Web: <http://www.gladesvill-p.schools.nsw.edu.au>